



# Examiners' Report Principal Examiner Feedback

Summer 2023

Pearson Edexcel Advanced Level  
In Physical Education (9PE0)  
Paper 04: Performance Analysis and Performance  
Development Programme

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## **Introduction**

This report considers the moderation of component 9PE0\_04 for the examination series 2023.

Work for this series has been submitted for the purposes of external moderation through the Learner Work Transfer (LWT) platform on Edexcel Online.

There were very few reported problems linked to uploading work onto the platform, although a number of centres uploaded out-of-date versions of the authentication sheets which had been revised for this series. Centres are encouraged to check all administration requirements relating to each series on the subject webpage [here](#) and not rely on forms from the previous year.

Centres are thanked for their work on this component and for the regular and helpful communication that was established with moderators.

There were fewer reported concerns linked to the word count than last year and many centres offered work which was concisely written and of a high standard.

## **General Comments**

As with the practical performance, almost all the work for this task was undertaken in the performer role.

As reported in previous series, centres need to continue to support candidates to write more succinctly, to accurately record the word count at the bottom of each page and to avoid excessive use of quotes when they are not contextualised by candidates within their own work.

Most candidates produced work at levels three (5-6) and four (7-8) for each of the four tasks.

## **Physiological**

Much of the work offered for this task was well-structured and of good quality. The majority of candidates identified three appropriate components of fitness, although in a few cases, certain choices were not the most appropriate for the demands of the sport and not fully justified.

It is not necessary for candidates to write in detail about all or other components of fitness. They should focus on the three most relevant and justify them.

There was evidence that candidates were using more contemporary tests for this task rather than relying on dated ones. One example, which was seen in a number of pieces of work, was the Bronco Test for rugby. Candidates should be encouraged to spend time exploring governing body websites and technical journals for information about contemporary fitness testing.

The majority of candidates identified appropriate components of fitness and compared their scores with elite and peer-level performances, as well as the normative data, which offers additional opportunities for analysis. Moderators reported that a few candidates had identified components not on the GCE specification, including cardio-vascular fitness. Centres are asked to encourage candidates to refer to the fitness components included in the specification.

The principles of reliability and validity of testing were considered in detail by most candidates, in some cases in good depth, although for some this is an area needing more precision. In the best work, the test data gathered was interpreted well and the limitations of certain tests were discussed.

The majority of candidates outlined suitable priorities for training which provided the platform for their planning work.

### **Tactical**

Very few candidates opted for the tactical option and those that did sought to present work in a structured way, using carefully annotated images to describe the tactic. Often the initial description of the tactic was detailed and accurate.

Candidates had used data from elite performances to support the application of the tactic in a competitive situation and this helped candidates to achieve good marks.

Candidates should be encouraged to undertake research to enhance their understanding of the tactical aspects of performance. Technical or National Governing Bodies (NGBs) journals are a good starting point for this, so too, are various sport-specific magazines and daily newspapers or their online alternatives.

### **Technical**

All candidates had selected suitable skills and included detailed descriptions and analysis of a core skill, presenting the work with photographs and pictures, diagrams, and references to elite performers.

It is important for candidates to remember that any analysis included in their annotated diagrams contributes to the word count. A few candidates had not

done this which meant they breached the word limit; this had implications for the moderated marks.

There was some outstanding work for this task, which frequently included detailed diagrams together with other data to support an insightful analysis of strengths and weaknesses and the justification of key areas for development. In some cases, more emphasis is needed on the technical aspects of the skill although, in most of the work, key points for improvement were identified and justified by the annotations and analysis offered.

### **Planning of the Performance Development Programme (PDP)**

Candidates identified an appropriate component of fitness on the basis of the performance analysis.

Although done well by many, some candidates need to pay more attention to explaining how SMARTER targets to underpin the planning of an effective PDP.

Most candidates had understood the importance of applying principles of training and adopting appropriate methods of training to optimise performance. A good number had referred to the science which underpinned the methods of training identified, although in some work more detail was needed to explain the choice of exercises undertaken, how the level of intensity was identified, and how progressive overload might be applied.

Some candidates still defined SMARTER targets and the principles of training, which often wasted words from the available word count. It was noticeable that the stronger pieces of work used this section to apply to their own performance and analyse through SMARTER and training principles, rather than treat them as standalone tasks.

Moderators reported that more candidates had utilised more contemporary tests for their work and had also compared performances with athlete populations such as elite athletes, in addition to the norm-referenced tables. All candidates should be urged to take the time to research the growing range of sport-specific tests which can often be found on NGB websites.

### **Evaluation of the PDP**

There were encouraging signs that candidates were offering a greater range of qualitative and quantitative data to support their evaluations of their programmes. Many had offered data-rich and perceptive analyses to support the effectiveness of their plans.

Centres should continue to encourage candidates to provide a clear evaluation of the changes in test outcomes, together with the impact of their work on personal performances.

The best work also included thoughtful recommendations for future developments and what may be key priorities for further improvements in the short and medium term.

### **Coaches**

There were very few who offered the coach role and much of this work had similar strengths and weaknesses to the performers.

In addition to the points raised above, centres should remind coaches that an element of this work requires candidates to consider their personal development as a coach, as this can easily be overlooked.

### **Accuracy of marking**

An increased number of centres had marked their work accurately, although some marking remains lenient. Much of the work was accurate across all of the tasks and it was encouraging to see that many candidates had been able to integrate analysis of data, comments from their coaches and references to their work in a succinct way, with concise and accurate writing.

### **Word Count**

Moderators reported that the number of candidates who had breached the word count was much reduced compared to last year.

Where issues did arise, it was frequently because candidates had not counted the written analysis included in tables and text boxes for the technical/tactical section. Candidates should be reminded that their own written analysis, including that which is shown in text boxes, counts towards the final word count.

Moderators did report that some candidates continue to use quotes from research and coaches to excess. It is fine for candidates to underpin and support points by reference to short quotes from research material and coaches, but such comments should be synthesised and applied within the body of the text and not used unreasonably. The specification states that the work is limited to 3500 words and designed to be '*concise*'.

## **Summary**

Moderators commented that much of the work was of a high standard. There was evidence that many candidates had submitted work laced with thorough research, perceptive evaluation of detailed data and a desire to produce excellent work.

Finally, centres are encouraged to refer to the material provided in the online magazine, Inside Track, which provides advice and articles of interest for all components of the specification. There are several articles which relate directly to this work that can be found in the back copies on the website.

## **End**

It is hoped that this report will prove to be constructive in helping to raise achievement in future series.

Thank you to all for your positive contribution and hard work in making a success of this moderation series.

Kind Regards,

Dennis Tatoo  
GCE A Level Physical Education  
Principal Moderator for 9PE0\_04